**6th Grade Math, Topic 14.1 Understanding Percents**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Colored Paper  Rulers | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice:** Give the students a “quick check” on their understanding of percents. Do not put any other questions on the pre-assessment except percentage.  **Problem of the Day** 14-1  ::Desktop:Screen shot 2011-01-27 at 5.48.23 PM.png::Desktop:Screen shot 2011-01-27 at 5.51.37 PM.png | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Essential Question:*** *“What is a percent?”*  ::Desktop:Screen shot 2011-01-27 at 5.52.51 PM.png  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Pose the Problem:**  **::Desktop:Screen shot 2011-01-27 at 5.54.01 PM.png**  **Whole-Class Discussion:**  Give the students 3-4 pieces of different colored paper. Have them tear it up into 6 pieces. Tell them to take 4 of those squares and make a line with them. “What percent of your line is green?” Have the students mix up their pieces again and do this activity several times.  **Small-Group Interaction:**  Have them then mix up their pieces and show them to their partner and have their partner tell them the percent that is a certain color.  You can also have the students get out their rulers and talk about the length of them and have them find percents on their ruler. Have them show their partner and talk about it with them.  For students still struggling, you can get out unix cubes and have them tell you what percent of their cubes are green. Etc. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Have the students draw pictures of their papers and ruler activity.  Then have the students come up with 4 categories of student interest. Example: favorite candy bar: Baby Ruth, Almond Joy, Hershey’s, and Recees. Have the students go and survey the other students and then write down their findings. Talk about what percent of the kids liked each candy bar.  You can also do hair color, shoes, etc.  ::Desktop:Screen shot 2011-01-27 at 6.03.19 PM.png | |
| **INDEPENDENT PRACTICE: Abstract**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  ::Desktop:Screen shot 2011-01-27 at 6.03.56 PM.png | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Screen shot 2011-01-26 at 4.21.54 PM.png  Explain/Introduce student selections\*\*  **Quick Check 10-3** Have students complete and return the Quick Check.   * SCORE the Quick Checks later for follow up tomorrow; do not attempt to score these during the teaching day. Use yesterday’s Quick Check to determine the intervention group for today. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using percents) | | 1. Writing station: “Create a **Problem of the Day**. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 14-1** | |